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SELECT COUNCIL ON POST-HIGH-SCHOOL EDUCATION CONFERENCE (TALLAHASSEE, JANUARY 26-27, 1968). SUMMARY REPORT.

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IN 1967, THE FLORIDA LEGISLATURE APPOINTED A SELECT COUNCIL ON POST-HIGH SCHOOL EDUCATION TO PREPARE A COMPREHENSIVE PLAN FOR THE STATE'S OFFERINGS AT THIS LEVEL. FORMER CONSULTANTS WHO HAD STUDIED THE FLORIDA EDUCATIONAL SYSTEM PARTICIPATED IN A JANUARY 1968 CONFERENCE. REPORTS OF THE DISCUSSION GROUPS WERE SUMMARIZED--(1) HUMAN RESOURCES, (2) DEMOCRATIZATION OF FLORIDA POST-HIGH SCHOOL EDUCATION, (3) INNOVATION, AND (4) EDUCATIONAL TECHNOLOGY. GROUPS GAVE ATTENTION TO QUESTIONS OF QUALITY, ACCESSIBILITY OF OPPORTUNITY, STUDENT TRANSITION FROM ONE LEVEL TO ANOTHER, THE NEED FOR CHANGE, EVALUATION, MEDIA, HUMAN FACTORS IN TECHNOLOGY, AND RESEARCH. (WO)

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Select Council On Post - High - School Education

CONFERENCE SUMMARY

JANUARY 26 - 27 1968

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 14 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 680 138

Participating Consultants

Doctors McGrath and Blee

Chairman Askew and Moderator Campbell

Doctors Stickler and Campbell

Dr. S. V. Martorana

Doctors Thornton, Morphet, Koos, and Culpepper

Technician Smith

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INTRODUCTION

The Select Council on Post-High-School Education (SCOPE) was established by House Bill 589 of the 1967 Florida Legislature and is charged with the responsibility of presenting to the Florida Board of Education and the 1969 Legislature a comprehensive plan for post-high-school educational offerings in the state. The Council is composed of the State Superintendent of Public Instruction; two members of the Board of Regents; two members of the State Junior College Board; two members of the State Board Advisory Council for Vocational and Technical Education; two members of the House of Representatives; two members of the Senate; and four citizens at large, two of whom represent Florida's independent institutions of higher learning. SCOPE activities are financed through the U. S. Office of Education's Higher Education Facilities Comprehensive Planning Grants Program.

At its organizational meeting in October, 1967, the Council selected Senator Reubin O'D. Askew of Pensacola as its Chairman. The Council secured a Project Director in November and, shortly thereafter, plans were initiated for bringing together as many previous examiners of Florida post-high-school education as possible. These former consultants were identified, contacted, and invited to participate in a "brainstorming session" to take place in Tallahassee on January 26 and 27, 1968. This conclave was designed to serve two purposes; namely, (1) acquainting the Council with the nature, results, and surrounding conditions of previous studies, and (2) revealing to the Council those areas still in need of attention and/or new considerations relative to making an effective master plan for post-secondary education in Florida.

Twenty-four consultants came to Tallahassee for this special session. The first day of the gathering was devoted to individual presentations by the participants along with germane questions and discussion involving SCOPE members

and their special guests. Four two-hour discussions were conducted on a small-group basis during the evening of the first day. A convener was appointed for each group and assigned a specific topic to explore. He was also made responsible for reporting to the assembly the following morning those items that were considered by his group. The four conveners were Doctors Morphet, Martorana, McGrath and Carpenter; their reports follow.

The two-day conclave concluded with a General Summary by "the master summarizer," Dr. A. J. Brumbaugh. His report also follows.

One of the most difficult tasks associated with gathering together such a group of impressive individuals is the maintenance of decorum. SCOPE's conference moderator was Dr. Doak S. Campbell who did a masterful job of human orchestration.

Unfortunately, a summary of events by nature omits giving full credit to all who are deserving. The contributions of each consultant are not reflected in this publication; however, each played a major role in developing the points which follow. Without the technical and secretarial assistance of Mr. Harry V. Smith, and FSU doctoral student, and Mrs. Mildred Suber this publication would not have been possible.

George R. Conger
Project Director

Summary of Discussion Group A

HUMAN RESOURCES
Dr. Edgar L. Morphet

I'll report very briefly. Frankly, I'm afaid I wasn't in very good condition last night to prepare myself to make a very logical report. I spent from 3:30 until about 5:30 yesterday afternoon with some very intelligent members of the legislature who had some searching questions to ask although on a somewhat different subject than that which we are discussing here. I was still mulling over some of those questions last night so I am sure that I missed some of the points that were brought out in a very interesting discussion. Whether some of these points represent concensus, I don't know. There was no formal action and, perhaps, the person who spoke the loudest and got no discent seemed to represent concensus when they in fact did not.

First of all we were concerned with the development of human resources. I think there was unaminous agreement among the group that in any state one of the primary obligations is to develop a plan that will assure the development and improvement of the human resources to meet the emerging needs; not just to meet the traditions. This means there will be quality. The term quality is a dangerous term in some respects because it is interpreted quite differently in different quarters.

As some of you know, I spent two and a half years recently as head of a team of social scientists in Brazil. The term quality in Brazil, as applied to education, means professors and students of philosophy --- that's top quality. Law was right next to that. The social sciences were way down the line and this represented a philosophical, historical, idiological approach. Some of our discussions on vocational-technical education spoke to this earlier this morning. The situation in this country, bad as it is in terms of vocational-technical

education, is far better than it is in some of these other countries because no self-respecting middle or upper class citizen in some of these countries would dare encourage his son to go to a vocational-technical school. And the government still is in the position of not putting much money into that. One difficulty in many of those countries is that they are not developing their human resources. They are going through the motions. We, too, have some of these institutions in this country that are going through the motions.

We were talking about a community college in California this morning that I know very well where the head of the college prides himself on the fact that he feels that vocational-technical people don't belong there. If they come in and are interested in vocational-technical training, they have no place there. He's going to run a "respectable" institution.

One of our difficulties in this country (and I am elaborating on remarks that anyone may challenge) is we have many different perceptions of what it takes to develop the human resources. There are some college and university professors who think that the human resources can be developed by lecturing to students in terms that confuse the students. Am I exaggerating? I've been one; I've seen some; I've listened to others; I've talked with students; and the tendency in many cases is to discuss quality of human resource development in terms of the kind of organization it will take. But it is far more than a matter of organization if the kind of curriculum, the kind of program, the kind of participation of students we have is to be considered a quality program. The evidence is clear cut that this must be a much different program than it has been in the past. Unless we can find some way to get college and university professors to the place where they recognize that standing in front of a classroom and lecturing and having students scribble notes frantically is not teaching, we're not going to be developing our human resources the way we should.

In terms of organization, then --- and I'll go back to the trite system because, unfortunately, we didn't get into curriculum very much last night. The time got away from us. In terms of organization in this day and age and more in the future, we must have a system of community colleges that meets the needs. Not just a standard system --- all of them the same pattern --- but a system that is adapted to the needs. State-wide planning is needed so that, as in some states now, if something isn't offered in one community college, a student can go to another part of the state and the state picks up the tab for that. If we think of this as purely local and the state as having no responsibility, then we are not enabling some of the students to meet their needs. This means a quality program defined in modern terms and even in futuristic terms, if you please, because a quality program for yesterday will not be a quality program for tomorrow.

It also means --- I may be presuming some things here that I think were implied in the discussion --- we are going to have to develop a system of four-year colleges in every state that are accessable to students throughout the state. Again, this doesn't mean a uniform system with every college doing exactly the same things. There was some discussion yesterday evening that we may recognize that it is not realistic to say that no student enters a college in a certain area until he reaches the junior year because students differ. There are some students who can fit in very well to a larger college or emerging university situation; some of them are better off to go to a community college at the beginning and then, maybe, transfer or have a terminal course there. This is going to require careful planning in terms of curriculum, programing, and such as that.

It would be a mistake for any state to assume that if it just develops a prestige institution, one of the top fifteen, then assume that it can neglect some of

these others it is going to have the kind of programs that will meet the needs. This is obvious to everyone here, I am sure. But, there is some danger that some states may place so much in the way of resources in one center that some of the other aspects may be relatively neglected. In other words, it has to be balanced in terms of the needs. An objective should be, of course, a top institution or two in every state. Not every institution being authorized to give work toward the doctor's degree --- in fact, that's one of the dangers. Some of the presidents, being human, may aspire, unless the lines are clearly established, to develop their institution so that they eventually will offer the Ph.D. or Ed.D. or someother D. program. The policies have to be clearly established.

We spent some time discussing the non-public institutions of higher learning. I don't know that there was any conclusion reached except that there is a problem there. There was some discussion of the need for more state and federal funds. There was also some discussion that in many states these cannot be provided directly without a change in the constitution. There was some little discussion of the fact that if more funds are provided directly, there may be exerted more control over these institutions because probably few states are going to provide funds without some strings attached to institutions that are privately controlled on the same basis that they are for public institutions.

(Dr. R. L. Johns participated in this discussion group and made the following additional comment relative to what the group touched upon the previous night.)

I would want to make one addition which I keep opting for and I can't get it into the picture. If we are going to develop the manpower resources of this state, we cannot neglect these thousands of people who are coming out of high school who are not able to do junior college work. We are going to have to develop a curriculum for the disadvantaged high school graduate.

I think it was Dr. Brumbaugh who told me that he and others made a study at Florida A & M University and found that the typical person who enters that insti-

tution is about a high school sophomore in terms of his academic ability. They cannot do the work that we require.

I met with Kenneth Clark, one of the outstanding negro sociologists in the United States, recently and was working with him on the Michigan Study --- he's at CCNY. He says that we had just as well stop kidding ourselves; the Negro is going to have to compete with the white person. We are going to have to raise him to the standard where he can compete, eventually. Otherwise, this idea of integration and equality is not going to be practical; he has to make himself equal. The only way that we can do that, as I see it, is to have an intermediate program of some kind --- between high school and junior college --- to give them additional work; preparation so that they can do that type of work. I think that is one of the things that we are going to have to do.

Summary of Group Discussion B

Democratization of Florida
Post-High-School Education

Dr. S. V. Martorana

The group quickly reached a consensus on at least one point. It was an agreement that the discussion would be more helpful to the SCOPE project and its purposes if it could be kept focussed on suggestions of ways that SCOPE can identify and complete appropriate inquiries basic to determinations of its recommendations, rather than to advance pre-judged conclusions and predetermined answers to questions anticipated for the SCOPE project. It became apparent before long, however, that at least a little clarification of what was meant by the term "democratization" was in order to provide more focus and specificity to the discussion.

On the point of sharpening the meaning of the term "democratization" for the group's purpose, the first conclusion reached was that the concept could be set at different levels. For example, one level would be to assert that democratization of post-high-school was achieved when an individual had access to a program of post-high-school level, regardless of whether the program was offered in the setting of a comprehensive institution or by one with a more restricted scope. In such a case, specific program accessibility, could be said, constitutes sufficient democratization to discharge the public's responsibility to the individual. A higher level of expectation could be set, however, for example, one which asserts that democratization of educational opportunity is not fully attained until the program needed by an individual (that is, a program most suited to his own talents, abilities, interest, and motavations) is provided and accessible and, furthermore, offered in the setting of a <u>comprehensive institution</u>. Only then is there true democratic opportunity

not only in terms of programs needed, but also in terms of the chance to be with other students whose diversity of interests and backgrounds are more representative of the general society. Such a view is based on a belief that the more fully democratic the setting in which the educational process occurs, the more democratic the results of the educational experience will be.

The group in the main favored the second more pervasive and complete concept as the level of democratization of post-high-school educational opportunity that SCOPE should seek to achieve for Florida.

Moreover, the group seemed to be in strong agreement that this concept should prevail for the student at all levels of post-high-school education not just at the level immediately above the high school, that is, the junior-college level, but at the next level, the upper-division baccalaureate level, and on to the graduate and professional programs as well.

In short, every person in Florida needing and wanting a program of education beyond high school ought to have a real, effective chance to get such a program without regard to the person's race, creed, or national origin; regardless of the level involved. And, finally, this chance should be provided in comprehensive, broadly inclusive institutions of progressively higher levels of education.

With this background agreement the group turned to the identification of inquires to which SCOPE should direct itself. A general one, it was suggested, should be directed at each point of transition in the educational structure: high school to junior college; junior college to senior college; senior college to graduate and professional school or college. The general inquiry should be: How completely at each of these transitional points is the established goal of democratization being achieved?

Some sub-queries that were proposed relative to the high school to college level transitional point were these six:

1. What are the facts numerically, statistically and objectively determined about the transition from high school to college?

Does the record differ for negroes as compared to white students? To what extent? What are the variations in this record from county to county?

2. What are the facts, numerically determined, about student retention and progression to program completion at the institution immediately above the high school?

Does the record differ for negroes as compared to whites? To what extent? What are the variations from institution to institution? County to County?

3. What, objectively counted and determined by trained expert interviewers as opposed to some medium of written technique, is the real attitude of administrators, trustees, faculty members and other personnel in the post-high-school institution to the democratizing purpose of the institution? To the presence of "low level" programs? To the presence of a heterogeneous student body, including negroes, which is generally representative of the high school graduate population?

4. What, similarly factually determined and described, are the real attitudes and feelings of the high school faculty, counselors, and other personnel at the high school level about the post-high-school institutions? Are they positive and supportive, or negative and errosive of the institution and its purposes?

5. What, likewise, are the real attitudes of the prospective and potential students --- white and especially the negroes, including the several sub-cultures within the Negro population --- about the post-high-school institutions? Are there feelings of hostility? Alienation? Rejection? Dispare? Or attraction? On this line, it was noted, that the study that was completed

by Mr. Godard under the auspices of the Carnegie Corporation and SREB has in it many important and useful techniques, approaches, and findings which can be useful to the SCOPE project.

6. What are the facts about the cost of attendance to post-high-school institutions? How do the costs in various colleges and various parts of the state relate to personal and family income of the prospective and potential students? What are the "hidden costs?" How much income is foregone by the individual if he seeks educational opportunities? How do these facts relate to admissions and to attendance?

The Group felt that the first step twoard progressive, constructive action was to get the facts. The second step, of course, was to ask with regard to the findings of each of these questions, "Why?" Why is the demonstrated condition here? What can be done to change it to achieve a greater and more complete democratization of post-high-school education?

With regard to the transition points between the junior college, upper division, and graduate and professional schools essentially similar lines of inquiries were suggested. In addition, however, another special one came out, and it was this: What are the needs of the students and of the businesses and industries and the professions in Florida for the broadening of programs at the baccalaureate level --- occupationally related? For example, those in business administration, accounting, physical therapy, nursing, and a whole string of baccalaureate, professional programs in the health related area; computer science, engineering, and industrial technology. Is there a readiness and a case for the expansion of these kinds of programs?

It was noted that if all engineering programs, for example, are highly selective and patterned after an MIT educational purpose, democratization at this level cannot exist and the economy's broad needs in Florida cannot realistically be met.

Finally, two points emerged in the discussion that perhaps extended beyond the assignment given the group. One was put in the form of a question: What is

the real employment picture in the state? Can a graduate from occupational programs at each level --- vocational, technical, and professional --- realistically aspire to employment after he has gained the necessary qualifications? The thought here was that if realistic employment cannot be viewed as a practical outcome of the individual's efforts, the entire counseling and educational case is undermined. Data in other studies, and particularly in Dorothy Knoell's study in New York state, have shown that these people, particularly from the disadvantaged cultures, are well aware of the fact that when the break through to the actual employment situation is not present, they are speaking in theory rather than in practical reality in terms of upward social mobility for themselves. In such a circumstance the arguments for continuing in school and college are not very persuasive.

The other one was with regard to the necessity not only to develop programs of breadth at all levels (occupational, vocational, technical, and professional) but that there should be some way of selling the availability of these programs to the clientele which is sought to be drawn into the educational stream. The programs should not only be developed; they should be sold to the prospective student. Such words appeared in the discussion as "lure","attract", "entice", and "draw". The idea is that there is an obligation on the part of the educational structure to reach out and, without legal compulsion, do everything possible to get the potential student in. The idea was that the program and structure were only part of what are needed to get the goal accomplished. A real promotional job is needed, too, and, if done, Florida will profit in the long run and in many ways.

Summary of Discussion Group C

INNOVATION

Earl J. McGrath

The demands for higher education in the State of Florida will increase both in size and variety into the invisible future. If the state is to discharge its full responsibilities at this level of education, innovations in policy and practice must be the order of the day. Three factors of academic and social life support this view.

1. As a greater and greater percentage of the youth and adults of the state as well seek some form of post-high-school education, their abilities and interests will become more diversified. Only an educational program constantly alert to the need for change can adequately meet their personal and individual needs.

2. The swiftly changing character of modern life with its new social, economic, scientific, technological, and international features will require concomitant innovation in higher education if the needs of a vital, growing society are to be met. As one famous American historian, I believe it was Henry Steel Commanger, said, "There may be no progress with change but there certainly will be none without it."

3. The most vital educational institutions are those which are constantly evaluating their policies and practices in the light of new developments in knowledge and in life generally. The most vital growth in vigor and in effectiveness occur in those institutions fed on a healthy diet of innovation.

It is necessary, therefore, that provision be made in Florida's system of higher education for the concurrent planning, innovation, and evaluation of the policies and practices of education in all of its constituent units. Such a service can best be provided under the offices of the Board of Regents. New ideas will, to be sure, arise at all levels and in all branches of the system. And, indeed,

every effort should be made to stimulate them from the bottom to the top of the system among all its members. But the Board has the legal and moral responsibility to judge the merits of all these new proposals for the better adaptation of Florida's system of higher education to the needs of each of its citizens and to the requirements of the larger society.

To provide a maximum emphasis on the cultivation and support of innovation, the Board should establish its own office staffed by persons of the most imaginative minds, the most daring and enterprising spirit, and the highest academic credentials --- the last, in our judgment, is very important. The Board should let it be unmistakeably known that it favors well considered innovation anywhere in the system to the full level of the state's financial ability. To prove its commitment to innovation, substantial funds designated only for the support of new enterprises should be carried in every budget and all members of the academic community should be encouraged to apply for support for their innovative ideas.

The administrative officer in each unit of the system should be encouraged to develop new plans and programs --- by this we mean the office of the President and those around him --- to meet the arising educational needs of the state and he in turn should encourage his own staff to do likewise.

There will always be more new projects submitted than the Board can support. This is good, not bad. The office established by the Board of Regents to review these projects should be given large responsibility to evaluate them and suggest appropriate action to the Board. But this office should not be considered so much a watch dog against over expansion as a provocator of considered change.

With such an office of highly qualified personnel the Board can plan, innovate, and evaluate the imaginative new policies and practices required to keep Florida's system of higher education at the highest level of adaptiveness and efficiency in the demanding days ahead.

Summary of Discussion Group D

EDUCATIONAL TECHNOLOGY
Dr. C. Raymond Carpenter

With the help and support, I hope, of my fellow panel members who contributed a great deal to an intensive discussion once we decided what we were discussing, I present this report. Mr. Chairman, we are handling this subject a little bit more narrowly. Exploring the whole manpower implications of technology is quite beyond the scope of the hour and a half capabilities of this panel that worked last night.

We're concerned here, I think, with two main problems. Crudely, they are problems of the hardware and of the software. This is the lingo that you hear passed around. More specifically, the problem is one of equipment. Here the necessary action on this problem is to determine where, when, and how the very wide range and kinds of well known and emerging technologies can be applied in the educational system at all levels and between levels in institutions and across institutions. This is looking at it from a point of view of hardware systems or equipment systems. Examples would be computers, the various telecommunications devices including television, radio, films and tapes (if you use these in a telecommunications way), all the way through teletypes, telephones, and on to satalites. And this is a very wide array of equipment possibilities. We might also think of other devices such as a dial access system, and carrels. Language laboratories we should not forget either because these are tending to spill over into any area where language and concepts are to be taught and learned.

Everyone agrees all the way across the country that the hardware equipment problems are easier to solve than the software problems. And everywhere in the country you see vast installations with nothing to put into them, and the computer

is a good example. Therefore, the second problem is to determine actual uses and possible defensable uses of the wide range of educational technologies and to set up conditions for preparing the materials to go in them --- the course units, the corps of courses, the curricula materials --- and provide conditions within these facilities so that competent, creative people can have the advantage of working there. This is a neglected area; this is the area that is hard to get going. We've got a terrific sales force and manufacturing enterprise back of the first problem; we don't have it back of the second problem. And it's interesting because the publishing industry does a beautiful job in the print media but we, for some reason, have not been able to develop this kind of private sector support in the other media areas.

The rest of this report is organized under three heads; it's rather on a scale of confidence that the panel expressed last night. The first one has to do with recommended actions --- here we are bold; we go all out. In the second catagory we say "consider". In the third one we say "study" --- now, we're sorry to say "study" because that's a delaying action, you know.

There are a number of action points. Here we are quite sharp and clear cut.

1. Support the development of instructional learning programs in institutions of higher education all the way across the board. That is, we are not differentiating here between junior colleges, technical colleges, or universities. We think that tremendous leadership and help can be provided from the universities to these other layers if it is worked out diplomatically.

2. Provide necessary facilities and equipment for materials production, testing, and developing --- especially in the media field, but also including not just what are known as the "new media" but involving the print media. In other words, making what is now called the "multimedia approach" to this problem. Not getting fixated on television or radio or language labs or computers, but using what is necessary and appropriate for the solution of a particular instructional

learning problem.

3. Determine from the Board of Regents' staff the present equipment status relative to computers. This, of course, would lead to consideration of where you should be next and on down on a kind of scale of time where you should be by 1975 --- I don't think you can go further than that in the computer area because things are changing too much.

I had a discussion with two very competent people from Florida State University this morning at breakfast. They say that one of the great problems here in the use of computers is that we tend to over supply hardware and under supply people. Very, very competent people are becoming available now who were not available previously and attention should be given to the question of man-machine trade off here. That is, the very highly competent person could, it was estimated by these fellows, save a couple hundred thousand dollars a year in computers in each one of the universities.

4. Conduct a thorough state of affairs and development study for the adequate putting in place and using of telecommunications. We'll come back to that a little later.

5. Provide for each institution adequate and needed educational technologies, learning resources, materials and services on a "here it is now" basis. That is, if an individual wants a film shown in a class, he should be able to reach for the telephone and get the film shown immediately in class. Now the great barrier to the use of technology is this business of getting it available when and where it is needed in the classroom under favorable conditions. It isn't any good to have it in a library or learning resources center if you can't get it out where it is going to be used.

6. Propose Florida as an exploratory state for study in cooperation with the new Public Television Act, Title III. The commission is by way of being appointed

to make a study of the instructional uses of telecommunications including the full range of equipment that we are talking about from computers on through the satelites. Five-hundred thousand dollars has been transferred from Title VII for the use of this commission. The commission is going to build a staff under Sidney Tickton. It is modeled somewhat over the Carnegie Corporation's Commission on Television which resulted in the Public Television Act but it is now oriented to instructional uses. The panel last night noted that the original establishment of television in Florida had to do with instructional uses; not the vague, general, cultural, educational uses as proposed by the NET developments of that time (1952-54).

7. Review and evaluate or look at very closely the GENESIS project between the University of Florida and Cape Kennedy and intervening points. This is a very imaginative, forward looking project done within your system and it might have important implications for other developments. It may not; it may need to be cancelled. What we are saying is, "study it".

8. Include planning and budgeting for the full range of media that we are talking about --- educational technology --- in the central planning and budgeting agency. Don't set it off to the side; don't make it a peripheral operation. Include it in your facilities survey; it's just as important to know whether you've got closed circuit or point-to-point broadcast in a system as it is to know that you have a certain number of classrooms.

9. Survey the technical instructional materials developed in all three military services to determine those that can be restructured, transformed, and adapted for use in civilian institutions in Florida.

Now, here are considerations:

1. Consider establishing a state center with branches in colleges and universities in cooperation with federal agencies and private industries for the purpose of creating, developing, testing and proving out instructional learning programs. In a very wide range of what we say in communications --- of communication modes ---

that is, prints, photographic, antimation, and the whole range of materials.

2. Consider how interinstitutional and interlevel cooperation in academic areas of instruction can be encouraged with special emphasises between the junior and senior college levels. We feel there is a lot of spin off in the senior college level. For example, the study we did showed that the Baxter Chemistry Couse over at the University of Florida may not be acceptable to an MIT Chemist but it would be far better than what we usually find in most other undergraduate sophomore courses.

3. Consider providing computer based library operations and electric interconnections among the libraries of the state. I don't know, maybe somebody can supply this information, whether this would include the junior college libraries or not. I think we were thinking principally about the libraries of the senior colleges.

Now, we come to studies. There is some overlap of action because some of these studies we felt really should be made and they were included in the action catagory.

1. A comprehensive study of actual and possible computer applications in institutions and across institutions of higher education. This is all the way through from the business machine, which is approaching a computer operation, to on-line interconnections of institutions if you get large enough computers.

I think, also, although this is not recorded here, you might look at what the engineers call the interfaces with industrial computer establishments in the state. You may have a lot of slack time or capacity here that could be had. We're suggesting surveying such functions as computers in relation to libraries; computers in relation to research operations --- and this is an insatiable area apparently. Computers in instruction, which is a developing field. You have parts of thirty courses here at the state university in some forms; not thirty complete courses as I first heard but parts of thirty courses and some are fairly

complete. Computers in counseling where information, especially about career possibilities, jobs, and requirements for various kinds of jobs can be asked for at computer terminals and the information given directly to the students without the counselor intervening. Computers in administration and especially how this administrative date from one institution can be transmitted to central sources and be made rapidly available to the decision makers at other instituions. Then, the use of computers in planning. The use here especially is the plotting of trends. I think this is a tremendous development with the computer capacities applied to prediction information, or information on the basis of which predictions can be made. And then computers in relation to quality control of instructional materials. I am delighted to find that they have an operation here at Florida State University where this is a principle development. They are testing out materials tied in with the computer and then it's cut loose and used in other forms.

2. Secure funds for modern systematic planning and development projects on a state-wide system of educational telecommunications. There is quite a bit of detail here. We are projecting this into about 1980. In other words, the system that is now in place is: (1) inadequate; not complete, and (2) it is not nearly what can be blueprinted at the present time and we are asking for a new blue-printing operation on a state-wide basis with special attention to telecommunications across the board rather than just television. I think we ought to quit talking about a medium like television, radio, films, or computers and talk about these as families of ways of accomplishing educational objectives.

3. Study what college and university, federal and private industrial resources are available and may be mobalized for supporting higher education in Florida.

4. Conduct a study of the present state network of communications to determine possible unification. What we discussed last night was the fact that a great many departments in your state government have their own state-wide network --- police, wildlife, forestry, highways --- all have overlapping state-wide networks and with

present technology as it is a lot of this can be put on broad channel and the network unified at reduced cost.

5. Make a special study of the experience of Florida Atlantic University's application of computers in the library. See what went right; what went wrong; and what should be done in this same area throughtout the system.

General Conference Summary

Dr. A. J. Brumbaugh

Mr. Chairman, you have given me a great deal of latitude. There is a certain inconsistency between the complimentary statements you have made about me today and the comment you seemed to direct my way yesterday. Dr. Koos, you will remember, said, "I'm the oldest man here." The Chairman quickly replied, looking at me, "but you're not the feeblest."

I must confess that I didn't get the full import of that comment until I sat down at my desk last evening and faced the task which was confronting me. I realized then that implication may not have been noted with reference to physical but to mental incapacity. In fact, I began more and more to realize the relevance of a little limerick that Professor Frank Freeman brought back from an education meeting in Atlantic City a good many years ago and which he quoted with a certain satisfaction. It was:

Here's to the happy moron
he doesn't give a damn.
I wish I were a moron.
My God, maybe I am.

In a further facetious note for a moment, may I say in response to Dr. Kunkle's interest in womanpower that I have been confronted with the problem of womanpower for more than fifty years and I have not yet found a solution. I think if the state of Florida can solve this problem of womanpower, it really will do a great service to the masculine element of the population.

Now, more seriously, this report does not in any way attempt to incorporate the excellent reports made of the group discussions that were held last evening. Those are a matter of record. At certain points there will be a coincidence between the observations made in this report and some of the ideas that emerged

from your group discussions.

As I gathered from the introductory statements, the purpose of this conference was to aid the Select Council on Post-High-School Education to plan wisely and realistically how to provide post-high-school education adequate to the needs of Florida youth and adults in the years ahead. The functions of the consultants, as I inferred from the statements that were made, impressed me as being four.

1. To give an appraisal of the developments in the current status of post-high-school education in Florida.

2. To identify issues that must be considered in the further extension of post-high-school opportunities.

3. To provide background information for decisions that have to be made for the purpose of further developments.

4. To suggest how the issues can be resolved to the best interests of those to be educated within the resources available within the state.

The consultants have addressed themselves fairly effectively to the first three of these functions. The fourth is a matter of such magnitude that we have touched upon it only peripherally and collaterally.

In a general way, the consultants have not proposed solutions to the major issues that have been identified --- you've come closer to it this morning than you did in the discussion yesterday. They have proposed some guiding principles that have a bearing on these issues. Generally, the consultants paid high tribute to the planning that has taken place and to the advancements that have resulted from such planning in the developments of post-high-school education in the state. Exceptions were taken to certain aspects of these developments, but, by and large, those exceptions can be satisfied or answered in part by reference to some of the background material sent to the consultants prior to our gathering here. The consensus of the group seems to be that Florida merits the favorable attention it has received regionally and nationally for what some have characterized as phenomenal; others as sensational; and others as miraculous achievements in higher education in

the state. And Dr. Martorana's comment of a few minutes ago with reference to this particular point is quite in order here.

The statements made by the consultants quickly disspelled any sense of complacency that might result from these accomplishments. Without in anyway deprecating present achievements, the consultants have raised questions and identified problems to which educators and legislators must address themselves if Florida is to continue to be in the forefront in post-high-school educational developments.

One important implication of the discussions is that Florida must constantly look ahead. It may profit by past experience but it must not be bound by what has happened. Conditions change. Education must not only keep up with social change but it must anticipate what is to come. Generally, education has lagged behind emerging social needs. And I recall a professor of English at Harvard in a book on secondary education, which was published in about 1918, said that "education tends to lag ten years behind social change." Now, if that was true in 1918, I have a feeling that we are lagging more than ten years behind at the present time --- this is as true of higher education as it is of elementary and secondary education.

Now, what are the problems and issues identified by the consultants and members of the Council that are of major concern to educators and legislators and citizens in Florida? First, there emerged from the discussions the recognition of a need for a clearly formulated set of guiding principles; a philosophy of education. Among ideas that might be incorporated in a statement of guiding principles or an educational philosophy for the state were such as these: Human resources are the state's greatest asset. And you recall that one of this morning's summaries bore directly on that, that appropriate provisions must be made to the further development of those assets to their maximum capacity. And the full utilization of these resources requires that post-high-school educational

opportunities be available to all who seek them and can profit by them. Now, that begins to sound like a platitude. But when you begin to examine these opportunities you see that it is still not fulfilled and, therefore, has considerable relevance.

The wide range in abilities and interests of those for whom education is provided requires a wide diversity of educational programs. In order that educational opportunities may be equally available to all, costs to the student must be kept low. In fact, the principle of free education should be extended through the junior college level. As the educational level of the citizens is raised, the economy of the state will improve. In the words of one consultant, and I quote:

> Since education itself is probably the most productive investment that can be made by the nation, it makes but little sense to finance this investment by charging fees to students who at the time they are charged those fees are not earning money.

I use these simply as illustrations of the kinds of basic concepts or principles to those who are responsibly for post-high-school education in the state of Florida.

In addition to the formulation and dedication to an educational philosophy, planning is basic to the development of an adequate system of education, this also sounds rather commonplace. Planning must be comprehensive. It must include all levels and types of post-high-school institutions and programs, public and private. I think this point was recognized. The point was made that while there has been commendable planning in Florida it has been segmented: one plan for state universities, another for community colleges, another for vocational-technical education. To date, there has not been developed a comprehensive unified plan for education in the state of Florida. A comprehensive plan must take into account, in fact, it must involve private educational resources and potentials. Planning is not a one shot affair. Plans must be continually

revised to take account of changing conditions. Those of us who were involved in the 1954-56 study of higher education take pride in the fact that plans recommended at that time were so fully carried out. But, as it turned out, the forecast of college enrollments in the senior colleges and universities were far too conservative as were the projected junior college enrollments. Several successive demographic studies raised these projected enrollments, but there was still underestimates. Likewise, economic conditions --- the rise of new centers of population, the appearance of new employment opportunities --- require continuous revision of plans. Obviously, if a plan is to be comprehensive and unified, there must be a coordination of all individuals and agencies who are responsible for planning. For this propose a state planning board or agency has been proposed and several different proposals have been made in this connection. One was made this morning, a combination of your three boards into a comprehensive board. Another might be the expansion of your Select Council to become a more comprehensive body for planning purposes.

A number of specific problems and issues were identified. Among those that seem especially important because they were mentioned repeatedly in various contexts were these. The need for better articulation among the several major segments of the post-high-school education program. And here I am reminded of an experience we had during the time of the council study when we invited a committee of three distinguished educators to make an appraisal of graduate education in the then operating universities in the state. After taking a careful look at these programs, one member of that committee, Dr. Reuben Gustavson who many of you know, said, "You know what is needed among these institutions is better interdigitation," and he demonstrated his term by interlacing his fingers and closing his hand tight. Meaning to imply thereby a closer type of interrelationship than anything which he found among these institutions at that time.

Now, the junior colleges represent a continuative education from the high schools. By maintaining close liaison with the high school counselors and faculty that transition from high school to college can be made smooth. This relationship will involve such matters as the content of courses, methods of teaching, avoiding unneccessary duplication by advanced placement tests, coordinating work and study for those who must earn while they learn, and providing diagnostic services and compensatory education for those who need it. Here is one level and one type of interdigitation, if you please, which is very important. Junior colleges, senior colleges, and universities likewise are confronted with problems of articulation. In Florida, commendable first steps toward articulation have been taken and I am not unaware of the work of the coordinating council and the work of interinstitutional committees in various subject matter fields. The junior colleges and universities have reached an agreement that for transfer students junior college credit expressed in terms of credit hours and grade points will be accepted in fulfillment of general education requirements in the universities. Now, this is good as far as it goes but it doesn't go far enough. The very structure of courses, credit hours, grades, and grade points limits the autonomy and freedom of experimentation in the junior colleges. In fact, with few exceptions, the community junior colleges in Florida have not achieved status of independence worthy of a middle level, post-high-school institution. Hasn't the time come when junior and senior institutions should jointly define the elements and outcomes of general education in such terms that they can be measured by well constructed, comprehensive examinations? Such a system will permit the use of comparable criteria for the admission of transfer students and for the advancement of native students to the junior year. Under such a system, junior colleges would be free to design programs and procedures of their own choosing without reference to artificial and outworn systems of credit hours, instructor's grades and grade

point averages. There would result, at the same time, greater freedom and greater uniformity.

A second area of interinstitutional relationships that needs to be examined is the top level of management. For example, a master plan for higher education was developed cooperatively by the universities of this state under the direction of the Board of Control, now the Board of Regents, and approved by the Council of Presidents of the universities. At the same time, plans were made for the development of a system of community colleges. These were recommended to the State Board of Education by the State Junior College Board. This presents an anomalous situation of two systems of post-high-school education involving master plans independently, even though basically they have large areas of common concern. Considering what lies ahead in higher education a continuation of this gap in planning relationships should not persist.

There's another area in which relationship among post-high-school institutions are nebulous and unresolved. Area vocational schools and technical programs are moving more and more into the post-high-school field. At the same time comprehensive community-junior colleges have as a primary responsibility:the provision of terminal, technical, vocational education. Inherit in this situation are the potentialities of duplication, conflict, and waste. This is a problem not peculiar to Florida but it is one that cannot be ignored in Florida. You have addressed yourselves further to this particular issue and there have emerged rather sharply contrasting points of view as to the solution. For that reason, I shall not venture to propose what might be, in my judgment, a preferred solution but I would be inclined to go along with Dr. Martorana.

The relationship of the universities also involves the problem of articulation at the top level. Reference was made to the role-and-scope studies made by the universities and the Master Plan that emerged from these studies. Some crucial

questions arose concerning the duplication of some programs and their location among the institutions. I don't know that I want to be specific here but I recall, for example, that there were two schools of jounalism operating simultaneously, neither of which had a very large enrollment and little justification. I recall the question arose as to the location of a center for community city planning. That the question arose as to the location and extension of nursing education in two centers --- the differentiation of the two programs. That the question arose with reference to music and music education --- to what extent there should be developed two complete conservatory-types of programs. These are just a few of the specific issues that arose in connection with the studies relating to role-and-scope and master planning.

While most of these issues were settled, though not always to the liking of the universities involved, there will be constantly recurring problems arising from institutional ambitions, often commendable in themselves, in newly emerging fields of study such as oceanography. Let me hasten to say that one of the important elements of strength in institutions is imaginative, original, forward looking planning. And I think institutions should be motivated to come up with new ideas and new programs and vie for them just as hard as they can. This means, then, that somebody is going to have to evaluate these various proposals in terms of their relative merits in their relationship to a total coordinated system of education at the undergraduate and advanced graduate levels.

Reference was made also to the problem of maintaining and improving quality. This becomes an increasingly acute problem both because of the shortage of college teachers and because of the explosion of knowledge which makes it most difficult for experienced teachers to keep the content of their instruction up to date. The problem is intensified by the commitment of most faculty members to outmoted procedures --- and this is not a new idea, you came at it from several angles this morning --- the resistence of the academic community to innovations and to new

ideas. Outmoted procedures such as: lectures, credit hours, instructors' examinations, required class attendance, and penalties for students' nonconformity. There are some things that I just can't believe that I still find in some institutions. That there is a reduction in the grade-point average of a student for more than a certain number of class cuts as though his physical presence in the class were a guarantee of some kind of intellectual development. Or, even worse, a reduction of grade points for absences from chapel or other relatively peripheral kinds of activities, which I think by the greatest stretch of the imagination have only remote educational significance.

There are new procedures, and some of these have already been mentioned; such as, independent study, television instruction, programmed learning, comprehensive examinations that greatly extend the services of teachers and, at the same time, develop responsibilities in students. If you let your imagination run for just a bit, can't you foresee in the not too distant future under Telstar transmission professors in foreign countries lecturing to American students? You've already seen it demonstrated in various kinds of conferences, not necessarily of the classroom type. Moreover, and I think here is a point that calls for serious consideration, the more we develop various methods of projecting instruction through technological devices, the less important becomes the classroom as such. And I can foresee the possibility of students pursuing a college course in their own home following televised lectures, outlined readings, and syllabi and presenting themselves only periodically for purposes of conferences and for examinations. Now, this is not a wild stretch of the imagination but maybe we are approaching the time when we are going to not have this concentration of twenty or twenty-five thousand students on a campus, but where they may be dispursed to the advantage of the individual and, certainly, to the advantage of the institution. Incentives to motivate in experimentation in undergraduate and

graduate instruction are greatly needed and this is a point that was made this morning from the standpoint of providing funds for this particular purpose.

Reference was also made to the problem of maintaining and improving quality in graduate education in Florida. The point was made that graduate education in Florida universities is adequate; in a few fields it may be distinguished; but in none can it be said to be great or excellent. One proposal for promoting quality at the graduate level has already been made; namely, coordinate the programs so as to keep costly duplication at a minimum. The question was raised in this connection as to how many graduate schools the state of Florida can support. This question has a direct bearing on quality. It may be recalled that in the 1956 report of Higher Education in Florida's Future the point was made that costly graduate programs, particularly at the doctoral level, should be limited to the then two major universities. In fact, if the two universities had not already been in existence and in many respects so nearly on a par, the recommendation would have been limited to one institution offering doctoral programs. You already have a dispursion of costly graduate education in two centers; now, I'm not saying that there should not be graduate instruction in some of the other institutions. Obviously, a number of master's degree programs will be called for for various purposes. But, doctoral programs are exceedingly expensive; qualified faculty members are in short supply; and it is impossible to think at the same time of the dispursion of doctoral programs among a large number of institutions in a state and, at the same time, maintaining quality that may be characterized as excellent or superior. Only by the most complete coordination of the programs of these two universities, so complete that their offerings constitute the equivalent of a single program, can greatness be achieved.

This is a personal observation and I am not attributing it to any other consultant. The problem of financing post-high-school education in Florida was raised a number of times. It was pointed out that the support of higher education is not commensurate with the resources of the state. Suggestions were made whereby economies in operation might be achieved: more efficient use of space; the consolidation of competing programs; new methods of instruction; and various types of other coordination already noted. Beyond these suggestions the solution of this problem calls for further study. Certainly, a continuing communication of these needs to the legislature and the public is indispensable. This is the only point at which I have introduced the word, "communication." But you introduced it in some other connections this morning. And it has relevance all the way up and down the line. Interinstitutinal communication; communication between your major boards and the institutions; communication between the institutions and the public; and communication between your boards and the public.

Several general conclusions may be drawn from all the presentations and the discussions. One is that plans must be designed to include all phases of post-high-school education. The Select Council on Post-High-School Education augmented, or some other agency, may be found necessary in order to develop this overall comprehensive kind of program.

Second, priorities must be established among the projects with which the Council is concerned. Some of them are short ranged; some of more immediate urgency; others are long range in nature and require careful long-range planning. Of first order in importance would seem to be the definition and allocation of educational programs --- I am simply suggesting this as one project in order of priority. The definition and allocation of educational programs, or role-and-scope definition, if you please, determining what shall be the nature of the community college programs in broad terms; what shall be the nature of

the undergraduate and graduate programs in their relationship in the various institutions?

Third, the studies by the Council staff and by special task forces will have to be conducted. The facilities study is an example in point. Now, there are going to have to be a number of other studies (e.g., in the area of finance). I think there may be some studies relating to programs that may be required before an actual conclusion can be arrived at.

Fourth, the judgment of professional consultants will be required to evaluate findings and conclusions in special areas.

Fifth, continuing communication must be maintained both between the Council and the educational units with which it is concerned and between the Council and the citizens of the state.

APPENDIX A

SELECT COUNCIL ON POST-HIGH-SCHOOL EDUCATION

Senator Reubin O'D. Askew
Chairman

Rep. Phil Ashler

Supt. Floyd T. Christian

Mr. Walter H. Clausen

Dr. David M. Delo

Mr. Chester Ferguson

Rep. D. Robert Graham

Mr. Charles Harris

Mr. Fred Kent

Mr. Henry Kramer

Sen. John E. Mathews

Mr. James F. Moore

Mr. Charles Perry

Mr. Van Priest

APPENDIX B

PARTICIPATING CONSULTANTS

Dr. Doak S. Campbell
Moderator

Mr. Thomas D. Bailey

Dr. Myron R. Blee

Dr. A. J. Brumbaugh

Dr. C. Raymond Carpenter

Dr. C. C. Colvert

Dr. J. Broward Culpepper

Dr. Theodore Distler

Dr. James M. Godard

Dr. Winfred L. Godwin

Dr. Kenneth B. Hoyt

Dr. Roe Lyle Johns

Dr. J. T. Kelley

Dr. Leonard V. Koos

Dr. S. V. Martorana

Dr. Ralph McDonald

Dr. Earl J. McGrath

Dr. Carroll W. McGuffey

Dr. Edgar L. Morphet

Dr. Floyd Reeves

Dr. W. Hugh Stickler

Dr. John Struck

Dr. Fred Thornton

Dr. James L. Wattenbarger

APPENDIX C

House Bill No. 589 (establishing SCOPE)

CHAPTER 67-252

AN ACT establishing a select council on post-high-school education; providing for the membership of the council; providing for the duties and responsibilities of said council; providing an effective date.

Whereas, Florida continues to be a rapidly growing state; and

Whereas, the welfare and continued growth of the state is dependent upon increased opportunities for education beyond the high school; and

Whereas, long range plans developed in the 1950's for the university system and the junior colleges are, or soon will be, fully implemented; and

Whereas, the privately supported institutions of higher education play a significant role in meeting the educational needs of a growing state; and

Whereas, area vocational-technical schools have been established in some parts of the state to provide for certain educational needs beyond high school; and

Whereas, substantial expansion of all segments of higher education is essential; and

Whereas, coordination and efficient utilization of all educational resources is necessary if the state is to meet the expanding needs for higher education; and

Whereas, the state of Florida does not now have a long range plan for the coordination and development of the varied educational opportunities beyond high school; NOW, THEREFORE,

Be It Enacted by the Legislature of the State of Florida:

Section 1. There is hereby created a select council on post-high-school education.

Section 2. Membership of this council shall be as follows: The state superintendent of public instruction; two (2) members of the board of regents appointed by the chairman; two (2) members of the state junior college board appointed by the chairman; two (2) members of the house of representatives appointed by the speaker; two (2) members of the senate appointed by the president; two (2) members from the state board advisory council for vocational and technical education appointed by the state superintendent of public instruction; four (4) citizens at large appointed by the governor, provided that two (2) of these shall be members of the governing board, or administrators of a Florida private institution of higher education.

Section 3. The council shall meet as soon as practical after the effective date of this act, upon call of the state superintendent of public instruction to organize and to select a chairman. The council shall be authorized to set up an office, to employ such staff, to hire consultants, and to utilize such services as are needed to carry out the purposes of this act. It shall be the duty of the council to prepare and submit to the legislature and to the state board of education at least thirty (30) days prior to the convening of the 1969 session of the legislature, its report and recommendations for coordination and furtherance of all types of education beyond high school.

Section 4. It is intended that the following elements shall be considered within the purview of the responsibilities of this council:

(1) A plan should be developed which is comprehensive in scope and which will provide long range guidance for the needs of the state for education beyond the high school.

(2) The plan should take into account such matters as; present and anticipated enrollments in all public and private institutions serving students beyond the high schools; structure, function and coordination of the various elements of education beyond high school; consideration of duplication of efforts and facilities; consideration of the role of research in higher education; review of management and fiscal policies and procedures; selection and retention of students in the various types of institutions; recruitment and retention of quality faculty in all institutions; institutional capacities and area needs; the needs for adult and continuing education; financing and support of this level of education; and such related items as will be needed to develop a comprehensive plan for education beyond high school.

(3) The plan should consist, in part, of the following:

(a) The overall long range goals and objectives of the state in meeting the needs for education beyond high school.

(b) The shorter term specific objectives and plans consistent with the long range goals and objectives of the state.

(c) Identification of alternative methods of accomplishing the short and long range goals and objectives. The alternatives should be set forth in terms of both academic priorities and projected financial costs.

Section 5. The members of the council shall receive no compensation for their services and shall be paid only for their necessary travel and subsistence in accordance with the provisions of section 112.061, Florida Statutes.

Section 6. The council is hereby authorized to accept and received grants, gifts, bequeaths and donations.

Activities of the council shall be supported by such grants, gifts, bequeaths and donations and as may be otherwise provided by law.

Section 7. This act shall be effective upon becoming a law.

(Became a law June 27, 1967.)